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# Nebraska**LIBRARIES**

May 2016, Vol. 4, No. 2

*The Journal of the Nebraska Library Association*



**NLA**

Nebraska Library Association

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# NebraskaLIBRARIES

May 2016, Volume 4, Number 2

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**Cover Photo Credit:** Two young patrons browse books in the Kearney Public Library bookmobile.

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# EDITOR'S MESSAGE

This issue's theme, community connections, speaks to everyone involved in library services. Whether the libraries where we work are public, academic or special, each one exists to serve a community of library users.

When I worked at Lincoln City Libraries, mayor Chris Beutler asked LCL what would happen if only 91 percent of the library budget was funded for the 2009-2010 fiscal year. Library leadership responded with a budget plan requiring the closure of South and Bethany branch libraries. When community members caught wind of this, they rallied in protest. Children made signs and protested at the corner of 27th and South streets. The library received letters and emails from concerned patrons. Our communities do appreciate us, although sometimes we don't realize how much until the chips are down.

Recognizing the importance of community engagement, Omaha Public Library, with help from the Institute of Museum and Library Services, formed a Facilitation Team several years ago. This team of librarians takes outreach to a new level. Facilitator librarians help non-profit, community service organizations better define their own goals and strengthen their organizations through examining and improving internal processes. They also create and moderate discussions about important issues in the Omaha community. I had the privilege of interviewing Micki Dietrich, OPL's Facilitation Team manager.

This process has completely changed how we talk about our community and the potential impact we may have. We think more strategically about our important community relationships and how we can have impact on the future of Omaha, helping to make Omaha a better place. It would be beneficial to all Nebraska libraries to take stock of their community relationships (Dietrich, p. 5).

I look forward to learning more about the Facilitation Team at the NLA Fall Conference in Omaha, where team members will present. Meanwhile, I encourage each of you to reread your library's mission statement. How does your library aim to serve its community? How does your own work contribute to this goal? What community connections could you make that might further your library's mission?

I hope this issue will provide some ideas about how to connect with your community of users. Sarah Dale's article should be of interest to public library staff who are currently gearing up for summer reading. She shares her tips on harnessing the energy of teen patrons into summer reading volunteerism. Also of interest to public libraries is Alice Boeckman's success story about how a chance conversation with a teacher launched a series of well-attended bilingual programs at Bellevue Public Library.

Emily McIllece reports on the time-honored bookmobile tradition, which continues to be an important community connection with library patrons in small towns. Rebecca Hueske and Christine Walsh include tips on starting your own bookmobile service.

From the academic sector, Angela Kroeger tells the story of how a former physical library exhibit continues to interact with patrons in a digital medium.



Regards,

**Willa Bitney-Garay**  
Editor, *Nebraska Libraries*

## Featured Nebraska Library: Omaha Public Library

### Willa Bitney-Garay interviews OPL's Facilitation Team

*For this edition, Nebraska Libraries sat down with Micki Dietrich, Community Engagement Librarian and Facilitation Manager at W. Dale Clark Library.*

#### What are the Facilitation Team's goals?

Ultimately, the goal of OPL and the Facilitation Team (and the goal of community engagement) is to help make Omaha a better place. The Facilitation Team takes two routes to get there:

1. Help make other organizations stronger, so that they can do what they are already doing, better. The Facilitation Team doesn't have to do anything alone. We aim for collective impact.
2. As a trusted neutral party, the team is perfectly positioned to help Omaha start talking and tackling the big issues that our community faces. In partnership with other organizations it brings people together to start conversations and solve problems.

#### Can you give a few examples of how the Facilitation Team has met these goals?

In 2015 OPL worked with a number of organizations to help them examine and improve their internal processes. Facilitation Team members worked with Community Engagement Center staff, helping them examine job assignments and workflow. In these cases, the goal is to help organizations do better work using what they already have, and to improve their processes so that they can take best advantage their resources.

OPL also has worked with ONE Omaha and neighborhood associations throughout Omaha on neighborhood visioning projects. In these meetings the



Gary Wasdin, former director of Omaha Public Library, stands in front of staff at their facilitation training.

team facilitates discussions among neighborhood stakeholders about what they would like their neighborhood to look like in the future, helping them set goals and action steps to help reach that vision. These meetings help to make neighborhood associations stronger and ultimately improve neighborhoods. Local problems get solved at a grassroots level, and help to empower neighborhood associations and citizens to make a difference/impact on their community.

#### How is the Facilitation Team's work beneficial to OPL, and how could similar work be beneficial to other public libraries?

OPL has seen numerous benefits from the work the Facilitation Team has done. The facilitation training has built skills in our employees which have helped our organization be more successful in relationship building and project management. Internal meetings have become so much more productive because the Facilitation Team has set a high bar for meeting expectations. This project has functioned essentially as leadership development.

Team members invested a lot of time talking about how the organization functions and brainstorming ways to make it better. Additionally, this training helped build skills in our facilitators, which have helped them in all other parts of their jobs. In fact, seven of OPL's 14 facilitators have received promotions since the beginning of the grant.

The most important part of this process has been determining what community engagement means for our organization and how we connect with our community. The Facilitation Team created definitions of community engagement, outreach, and programming which now help inform OPL staff on how they build relationships in the community and spend their work time. This process has completely changed how we talk about our community and the potential impact we may have. We think more strategically about our important community relationships and how we can have impact on the future of Omaha, helping to make Omaha a better place. It would be beneficial to all Nebraska libraries to take stock of their community relationships.

Take the time to do a relationship or partnership audit. Think about how your library defines community engagement, what relationships are most important to you, which ones could have the most benefit, and where you can get traction. Then focus on building, sustaining, and growing those relationships. If there's a relationship that you maintain just because you think you should and nothing really seems to come of it, maybe it would be better to spend your time

somewhere else. It's important to also be specific and deliberate about what you do. Relationships take a long time and to grow and mature. Don't assume you can add these new things to your job while keeping everything else.

Take time to measure it! The Facilitation Team uses a customer relationship management database to keep track of all of its relationships; sort of a rolodex to keep track of who we talk to and measure contact hours. The team's possible impact is deduced from this data. The concept is similar to recording attendance for outreach and programming events, except we look at the total number of people we could have effected instead of the number of people we made contact with.

## How is the Facilitation Team funded?

Throughout the two-year training period, training supplies and consultant fees were paid through a leadership grant from the Institute of Museum and Library Services (IMLS). The grant was titled "Creating a Collaborative Culture through Community Engagement." Staff time throughout training was provided in-kind by



From left, Maggie Rasmussen, Micki Dietrich, and Sam McBane-Mulford attend the Omaha Public Library facilitation training.

Omaha Public Library (OPL). The two-year training process gave us the chance to build community engagement into our organization at every level. Community engagement has become part of our organizational culture and has become part of many of our job descriptions. Instead of being a special project that is specially funded, OPL now prioritizes community engagement and relationship building.

## How were the facilitators chosen?

OPL currently has 14 facilitators; 16 went through the grant process, we lost one to retirement and another took a full-time job with one of our community partners. When choosing facilitators, OPL considered a number of different factors that would ensure individuals and the project would succeed. Candidates' potential for achievement and longevity were weighed. This has functioned as a de facto leadership development course, so we picked people who were primed for leadership or needed to develop those skills. An innate quality of hospitality was also desired. Facilitators host each facilitation event. Each event is important for the group they are serving. OPL chose people who made the individuals in the room feel comfortable, even if that meant building those skills in our facilitators.

## What projects are currently underway and what does the team have planned for the future?

The Facilitation Team continues to refine its internal processes and further strategic plan goals. We continue to work with neighborhood associations and ONE Omaha on visioning. The team has only helped a handful of the over 150 neighborhood associations in Omaha and there's a lot of potential to create change with this project.

The team is currently working on a project with UNO's Sustained Dialog to create an opportunity for an intergenerational group to have conversation and connect over a piece of literature. The Facilitation Team is also currently working on training materials to possibly

train a new cohort of facilitators and to codify our procedures and create outcome measurement.

## From the Facilitation Team . . .



**Mark Sorensen**  
**Business Specialist, W. Dale Clark Library**

## Do you enjoy being a facilitator? Why?

Being an OPL facilitator has been the best chapter of my professional life. I know that I have teammates working everyday to make our community and our library stronger. It's an incredible source of support and job satisfaction.

## How does your work as a facilitator fit into your overall role at OPL? Do you find that it enriches your work and/or your engagement with patrons?

My role as business specialist has been greatly enhanced by training and working as a facilitator. Frankly, without facilitation experience I would have been unprepared for the intense outreach and networking at the core of my job. But even everyday skills like my reference interview and customer service have been polished by facilitation principles of active listening, creativity, and trust. The



experience of designing and leading effective meetings has also helped me to be an effective participant in internal meetings and working groups.

## **As a facilitator, what accomplishment are you most proud of?**

When we focus on creating effective process for our facilitated groups, it can be hard to take credit for their accomplishments. Where we focus on conversation and connection, it can take a long time to see tangible results. I'm proudest of a series of facilitations with a team working to craft a welcome statement for the UNO Barbara Weitz Community Engagement Center. It was an great experience to help that team navigate past a roadblock, reflect on the things that make their organization unique, and realize how closely aligned their visions and values really were.



**Deirdre Routt**  
**Branch Manager, Florence Branch Library**

## **Do you enjoy being a facilitator? Why?**

Absolutely. I am not particularly comfortable just going to meetings and striking up conversations. The facilitator

role allows us to work on issues of importance in our community and allows us to fill a role that really helps our community. I find that I am most comfortable working with a partner, that way we can each utilize our strengths.

## **How does your work as a facilitator fit into your overall role at OPL? Do you find that it enriches your work and/or your engagement with patrons?**

It is often difficult to fit the facilitator work in with other library demands. The skills I have learned as a facilitator have been useful in other aspects of my work whether as a participant at an internal meeting, making connections with individuals and groups in the community, supporting my colleagues throughout the library, or paying attention to the issues of our community.

Facilitation has also helped me feel more comfortable at community meetings, which in turn allows me to better listen to the concerns in the community and connect various people. Community engagement—whether attending community meetings or doing a facilitation—is one of my favorite parts of my job. Facilitation events may take me all over the city to connect with various groups, which I can then connect with individuals or groups in my branch community.

## **As a facilitator, what accomplishment are you most proud of?**

That we have tapped into a need and issues of importance to our community. The first pilot project was not the most successful on some levels (few attendees, late arrivals, early departures) but the issue was an important one that has been taken up by other organizations. That has happened again and again with various facilitation events. We are able to work on making Omaha a better place.





**Megan Klein-Hewett**  
**Adult Services Librarian, W. Dale Clark Library**

## **Do you enjoy being a facilitator? Why?**

I love being a facilitator. Not only has our training given me a unique set of skills, but I'm able to employ those skills to improve our organization and our community. As facilitators, we have been given the tools and skills to step outside our roles in our organization and community and ask the big questions about how and why we do the things we do. I am more connected to OPL and Omaha, and feel like I have the ability to help our organization and community move forward in a positive way.

## **How does your work as a facilitator fit into your overall role at OPL? Do you find that it enriches your work and/or your engagement with patrons?**

Facilitation work is done in addition to my regular work as an adult services librarian, somewhat akin to committee work. Facilitating absolutely enriches my work and engagement with the community; I've facilitated meetings for community groups with members whom I directly work with in my outreach and community engagement efforts. Facilitation has also provided a gateway to work with organizations in a new way, which has really expanded our reach in our community.

## **As a facilitator, what accomplishment are you most proud of?**

I'm most proud of the fact that we have built this thing that didn't exist before, and that we're working to make it sustainable in our organization. I'm completely astonished when I look back and see all of the great work we've been able to help accomplish in our community and in our organization. Our work, and therefore our impact, will only continue to grow.



**Joanne Ferguson Cavanaugh**  
**Branch Manager, Charles B. Washington Library**

## **Do you enjoy being a facilitator? Why?**

Yes. It is daunting to think about the responsibilities of a facilitator but it stretches me in new directions and has been a good growth experience. Working together with other facilitators to put together an agenda that will get the information that is needed is also a great collaborative and growth experience.

## **How does your work as a facilitator fit into your overall role at OPL? Do you find that it enriches your work and/or your engagement with patrons?**

The mission of the library is to strengthen our communities by connecting people to ideas, information and innovative services. My current role is as

a branch manager for a location that has lots of groups already working for the betterment of the community. I am knowledgeable about a lot of initiatives and already connect people and groups to others as part of my daily work. If I can help these individuals and groups do an even better job by letting them know we have facilitation services available, and they use us, that translates into a stronger community. Having these connections seems to come naturally working at the library. My staff and I are involved with many organizations on a regular basis and it is a rewarding and enriching experience for all involved.

### **As a facilitator, what accomplishment are you most proud of?**

I'm proud that I was even selected for the facilitator training in the first place and that I've had the opportunity to team up with other staff who all have different skill sets and strengths. We have created some great bonds of trust within the group. I have learned some new skills and the training has helped me be a better in-the-moment and present listener. I know that I can keep improving on these skills with practice and that the other facilitators are my support group!



**Laurie Hajek-Jones**  
**Senior Clerk, South Omaha Library**

### **Do you enjoy being a facilitator? Why?**

I enjoy being a facilitator because of the impact I can have on the productivity and outcome of a meeting. The attendees can come out of a meeting feeling like their input was valued, something was accomplished and the meeting was worthy of their time. I also have the benefit of learning more about the organization and community while facilitating.

### **How does your work as a facilitator fit into your overall role at OPL? Do you find that it enriches your work and/or your engagement with patrons?**

It absolutely has enriched my role at Omaha Public Library. Many of the organizations that frequent and partner with the library were attendees at our first community meetings as a facilitators in training, and we have continued those relationships with partnerships through our patron interaction and our conference room use.

### **As a facilitator, what accomplishment are you most proud of?**

I am proud to be part of the Facilitation Team at Omaha Public Library. As a team, we not only have a connection to each other, but also with the community, which has impacted our entire organization. Internal meetings are no longer without purpose and staff feels like their input is valued. Stronger connections with the community have been formed. What I am most proud of is being a part of a team that has positively impacted our organization internally and help create and strengthen Omaha Public Library's community connections.



**Nancy Chmiel**  
**Youth Services Librarian**  
**W. Clarke Swanson Library**

### **Do you enjoy being a facilitator? Why?**

Yes, I enjoy being a facilitator. I love watching a group move from where they are to where they want to be and knowing I've had some part in them getting there.

### **How does your work as a facilitator fit into your overall role at OPL? Do you find that it enriches your work and/or your engagement with patrons?**

Doing specific facilitations puts me in touch with new groups of people throughout the city that I never would have had contact with. I learn more about how OPL is or is not considered a resource for our residents. And, if not, I can be a catalyst in changing perceptions about what the library has to offer. Learning facilitation skills has given me a new set of language skills to use either in mentoring colleagues who work with children or in

describing the tools and skills one uses to run a children's program successfully to staff who do not work with them. We facilitate at each and every storytime, but most don't use that language or think in facilitation terms. I am becoming ever more aware of how often these skills come into play when interacting with patrons every day. They are essential in providing hospitable, friendly and customer service-orientated interactions with the public.

### **As a facilitator, what accomplishment are you most proud of?**

I am most proud of using our common facilitation language and tools with a library employee to help her improve interactions with the teens she worked with. I challenged her to use what we were learning and put it into practice in a different arena (working directly with teenagers) than we were used to in training. Her attendance at and participation in programs increased dramatically as did her confidence in trying new things and doing her job well.

**Want to learn more about Omaha  
Public Library's community  
engagement initiatives??**

**Check out:**

<https://communityengagement.us/>



## Teens and Community in the Public Library: The Algebra of “Pack”

Sarah Dale

*In this article, Sarah Dale, administrative specialist and author, looks back at her time at Gere Branch Library in Lincoln, Nebraska. She spent several years working with teens. In that time she recruited and supervised a teen advisory board, which helped prepare more than 125 middle and high school summer reading volunteers each summer. Sarah shares her formula for teen programs, illustrating her considerations and thought processes in a manner that only an author of fiction can provide.*

A library assistant is handed the following social algebra equation:  $t + (e \cdot x) = c$

Where...

**t** = Teens

**e** = Enrichment

**c** = Community

**x** = The variable, the alchemy that makes the equation work. In this case, it's in the hands of that crazy library staff person who works with the teenagers. Yes, that one with the weird hair. No, you can't see all her tattoos, now hush.

Definition of terms:

### **t = Teens**

A group of kids who may or may not on any given day be some combination of loud, shy, raucous, irreverent, unfocused, id-driven, overtasked, under-supervised, defiant, wishful, transitional, confused, depressed, funny, anxious, emotional, bizarre, competitive, terrified, curious, silly, underfoot and more often than not, hungry.

### **e = Enrichment**

Reading, writing, organizing, exploring, practicing, socializing, communicating, creating art, marketing, teaching, encouraging, inspiring, selling, sharing, team



Teen volunteers and Sarah Dale read aloud to children as part of Read Across America Day at Gateway Mall.  
Photo (bottom right) courtesy of Alex Anderson.

building, working within an existing structure, having discipline and disciplining others, strategizing, tolerating, being diplomatic, learning, using and teaching computer skills...

### **c = Community**

Definitions in Oxford Dictionaries Online range from the very concrete: “a group of people living in the same place or having a particular characteristic in common.” To the slightly more abstract: “a feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals.”

On this point, I think we can agree that for the purposes of library community building, we're aiming for the slightly more abstract definition, even if we are doing so

for some very concrete reasons. In other words, we want folks around us to truly understand and feel that sense of fellowship so that they will in turn support the idea of contributing their own time and resources to the communal pot that supports all community services—including, of course, libraries.

That leaves us with that ephemeral and tricky little unknown, “x”. What is it that you apply to your list of enrichment goals that gives you the magical add-in and turns teens from a mixed, coherent mass of wacky into something resembling a force for good in the community? Here’s my working theory: X = Pack

## Definition of Terms:

### x = Pack

“A group of wild animals that live and hunt together, especially wolves (MacMillan Dictionary Online).” Especially wolves, but it really does apply to teenagers too. You could call it family, instead of pack, but the thing that pack implies, that family doesn’t necessarily, is a shared goal, and that, I think, is key.



Sarah Dale reads to her dog, Indy, an essential member of her “pack.”

So, how do you turn an unruly, untamed group of teenagers, into a pack? How do you conjure up some “x”? Here’s my alchemy:

**#1 Be the Pack Leader:** *A pack leader takes care of her pack. She looks out for them, protects them, and makes sure*

*everyone is where they need to be. Teens need advocates, they need protection, and they need clarity.*

- a. Be proud of your teens. There isn’t a kid out there who isn’t doing something admirable. Find out what yours are doing and champion those things.
- b. Protect them from the inevitable snarkiness that they will encounter in the library. Many adults consider teens more of an annoyance than a treasure. Make sure your kids know that you’ve got their back. Make space for them. Make rules that accommodate them. And when they are challenged, and they will be challenged, stand up for them.
- c. Give them clarity. They need to understand their role in the pack. In this case that can be simple, clear rules—what is expected of them, and of others. Kids who know their rules and the rules of the place are empowered. They can actively follow those rules and be championed and protected, or they can choose to break the rules and expect discipline from their pack leader.

## #2 Movement/Speed:

A good pack leader understands that her pack needs movement and speed, and also that the pack needs to be moving in the same direction toward a common goal. Teens are often focused on one another. If you point two unfamiliar wolves at each other you may end up with confusion, mini-packs, or worst case scenario, a fight. So it often works with teens. BUT, if instead you put them next to each other and point them, together, at a target, the teamwork is almost instinctive. *No, of course teens don’t have the same instincts as wolves, but put this into action and you’ll see that the second option is far more effective than the first.*

- b. In this case, translate that into tasks for your Teen Advisory Board or your teen volunteers. Specific finite tasks for your kids will give them something to run with AND by observing them, you’ll discover a great deal about the skills and abilities of your kids.

That, in turn, will allow you to understand how to lead them more effectively. Which kids work well together? Which kids show aptitude for certain tasks? How can you, the pack leader, most effectively organize them to get tasks accomplished and end up with happy kids and completed tasks?

- c. Don't forget about speed. Young wolves, and teens, have a lot of energy and relatively short attention spans. Match your activities to their speed. Give them things they can succeed at and they will return that success with contributions and loyalty to the pack.

### #3 Reward: *Pretty simple concept. Reward your teens!*

- a. Food is always a winner, and no matter what allergy issues your pack may have, you can find a way to treat those bellies!
- b. Free space/time. Give them a movie party, or games, or if at all possible, give them some time after-hours to have free reign in the building. Nothing builds ownership of place like letting people into back-room, after-hours secret stuff only insiders know about their library. Treasure hunts and freeze tag hold special aplomb when they're held in a 'forbidden' or 'special' space.
- c. Brag. Tell them how awesome they are, and tell everybody else how awesome they are too.

I'll go a little farther with this analogy and say—build your pack. Include the parents and siblings of your teens. One of the regular events we did at Gere Branch Library was to have an annual "Parent Tea" where the kids dressed up, invited family members, showed their accomplishments and served treats to their guests. It was an opportunity for them to show their families the wonderfulness they'd helped create, and also brought the rest of their home pack in to interact with their library pack. In other words, community.

The specific events you plan are up to you and your creative soul. They're probably going to be defined, in part, by your library system, your available resources, and the amount of time you have to give to the project. All of those pieces are the variables you get to play with yourselves. But if you apply them with the idea of creating an awesome pack, I can pretty much guarantee you, you'll see some wonderful results, and those kids will be back later, after college, with their own kids, continuing the community that you have built.

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*After earning my Bachelor of Science in Secondary English Education from the University of Kansas, I embarked on a career encompassing everything except teaching high school English. I taught English as a Foreign Language in Japan for a year, and then did administrative work in*

*real estate. In 2002 I began as a library assistant at Lincoln City Libraries. In March of 2006 I was promoted to a position that entailed creating programming for teens at Gere. By 2014, ready for another change, I moved to the administrative department and altered my spare time focus to fiction writing. I've had two novels published this year, and am at work on my third.*



## Bookmobiles: Communities on the Move

Emily McIllece, Rebecca Hueske & Christine Walsh

You might see it rolling across the prairie or pulling up alongside a line of food trucks at an urban event. Its design may be utilitarian, or the latest technology is tucked into nooks and crannies. However designed, each one serves a common purpose: to provide access to information for communities far and wide and just around the corner.

Bookmobiles are not new. They began on feet and hooves and flourished with the birth of automobiles, and they continue to thrive today in the Internet age—proof that Google has not made libraries irrelevant.

“Generations of residents of Buffalo County have used the bookmobile,” says Christine Walsh, Assistant Director of the Kearney Public Library, “and we want that legacy to continue for years to come.”

To keep rolling, bookmobile operators must continuously engage with their communities and know “who is or is not using the bus and why,” Walsh explains. Every two weeks, the Kearney bookmobile roves the city of Kearney and all of Buffalo County, making a total of 52 stops and delivering 42 customized deposit boxes. These boxes may include supplemental books for a classroom or new titles for retirement home residents. On a typical day, an average of 200 items are checked out; 2,100 patrons climb aboard per month.

“It offers a full range of library services, except for public computers and meeting rooms,” says Walsh. All endeavors and programs must fall under two main goals: Provide equal access to information and promote the enjoyment of reading, culture, and pursuit of lifelong learning to all residents of the city and county.

Bookmobiles are known for delivering library items and services to remote locations, but often access can be a



Lincoln City Libraries Lied Bookmobile is ready to roll to the next event.

challenge even among denser populations. The Lied Bookmobile of Lincoln City Libraries serves the city and Lancaster County, where few towns beyond the state capitol have libraries. Even citizens within Lincoln may run into access barriers, such as lack of transportation, mobility issues, or simply lack of time.

Like Kearney, Lied Bookmobile makes regular stops for schools, childcare facilities, assisted living and nursing homes, museums, “and neighborhoods where library access is limited due to geographic, financial, or transportation needs,” says Rebecca Hueske, Library Services Supervisor at Lincoln City Libraries.

“Stops at childcare facilities, especially those serving children in need, help to enrich the facility’s curriculum,” Hueske explains, “and the children grow up seeing the library as a regular and fun part of their lives.” Bringing the library to a daycare center is certainly more feasible than transporting a large group of children to the library—but don’t schedule the stop during naptime!

When considering adding a stop to its schedule, the Lied Bookmobile staff must consider both the patrons' needs and schedule feasibility.

"Does the time fit the rhythm of the facility?" Hueske asks. "Will we see consistent usage numbers? Will adding this stop support our mission—are we serving where we are most needed? Are we playing favorites?" Answering these questions often requires a trial and an evaluation after three or four months. Sometimes a requested stop is not feasible due to lack of safe parking for such a large vehicle or the location and time of the stop will not work in regards to other stops on the schedule.



The new Kearney Public Library bookmobile.

Along with its normal schedule of around 30 biweekly stops, the Lied team squeezes in one-time and annual events, such as One Book, One Lincoln, festivals, block parties, and other well-attended community events. They even partnered with a local public health clinic to stress the importance of summer reading to patients.

Even with a full schedule, these bookmobiles are driven to continuously improve and evolve along with their communities.

"Publicizing the bookmobile and its services is an ongoing project," says Walsh. Kearney uses everything from newspaper articles to social media posts to parades to keep the bookmobile in the public eye. A recent purchase of a "new to Kearney" bus presented an opportunity to relaunch the bookmobile.

When it came time to design a new wrap, says Walsh, "our goal was to create a design that represented Buffalo County and reflected the service area of the bus." The team worked to prepare the unveiling and ribbon cutting for April 13, National Bookmobile Day.

Hueske would love to see a community event bringing the bookmobile alongside other specialty vehicles, such as food trucks, bloodmobiles, food pantries, and even mobile art studios. "I imagine an evening where people can come and 'make the rounds' in a relaxed fashion ... eating, reading, playing, discovering," she says.

She would also love to add smaller vehicles to create a fleet to meet specific needs, such as a mobile literacy center for early childhood curriculum-targeted collections and a vehicle especially suited for senior facilities and home deliveries.

"As our population ages, I am seeing many customers who are no longer able to access the bookmobile ... due to physical limitations. Even with books by mail, their contact with the library (and the world) shrinks exponentially."

And there is another world that can be surprisingly small despite all the miles traveled: the bookmobile itself. "As a profession, bookmobile service is a world unlike any other—we are few and far between, and we rarely cross paths," says Hueske. She would love to find a way for

bookmobile and outreach staff throughout Nebraska to meet face-to-face and share ideas, see one another's vehicles, and brainstorm on a regular basis.

These traveling libraries have come a long way since 1901, when they debuted in Nebraska. Just three years later, Nebraska Public Library Commission Secretary Edna D. Bullock wrote these words, which still resonate more than a century later:

We believe that there is no surer way to inspire people with a desire for good books at home, at school, and in the library than to give the people an opportunity to see and read the best books that the book trade affords. This, then, is the first task set for the traveling library—a task so magnificent in its possibilities that the accomplishment of but a small portion of it would justify the expenditure of all state funds so far devoted to the Commission, as well as affording ample satisfaction to those who have had the work in charge. (Nebraska Public Library Commission).

The rides may have changed, but the tasks—to inspire and give people opportunities otherwise unavailable or out-of-reach—remain “magnificent.”

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*Emily McIllece is the Reference and Instruction Librarian at Nebraska Methodist College. When not learning medical jargon and helping panicked students, she enjoys sailing with her husband Mike and slowly remodeling the "80s charm" out of their house.*

*Christine Walsh is the Assistant Library Director and Bookmobile Supervisor at the Kearney Public Library. She enjoys working as a part of the Bookmobile team to reach out to communities and other entities served by the bookmobile. She has worked in public libraries for twenty some years and loves the variety each day brings.*

*Rebecca Hueske has been with Lincoln City Libraries since 1995 and has served as library services supervisor at the bookmobile since 2003. She formerly worked in technical services, circulation, an elementary school media center, and the UNL Music Library, where she learned from Anita Breckbill and Susan Messerli that library service could be both useful and fun. She holds bachelor's degree in English education and has taken graduate coursework in library science through the UNO-Mizzou reciprocal program.*

## Hueske's Quick Tips for Bookmobilers

### When designing a vehicle:

- Decide on your target audience first; this will dictate the design (e.g. easier access for older patrons or young children)
- First timers should consider using a specialty vehicle consultant
- Tour as many bookmobiles/outreach vehicles as possible
- Talk to as many staff as possible
- Attend the Association of Bookmobile and Outreach Services Conference
- Once your vehicle arrives, start saving for the next one!

### On operating a bookmobile:

- Don't skip on staff. Extra help to get people on board safely is never wasted
- Some policies should be flexible to serve your customers well
- Have a plan for mechanical service, fuel, and incidentals before they are needed

Keep the collection fresh and exciting!



# If You Digitize It, Will They Come?

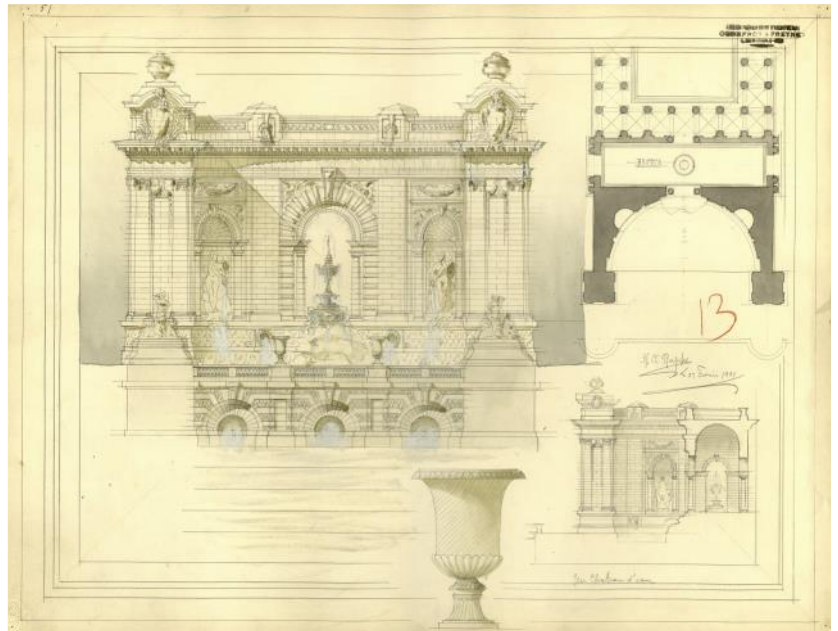
## The Architectural Drawings of H. A. Raapke

Angela Kroeger

For the Spring 2016 semester, Archives & Special Collections at the Criss Library, University of Nebraska at Omaha, created the exhibit "The Architectural Works of H. A. Raapke." This was the first time that the Criss Library Archives & Special Collections department had done simultaneous physical and online exhibits on the same collection. It was also our first attempt to crowdsource biographical and historical information. On the first point, we were successful. On the second, well, we haven't given up hope.

During an inventory project in 2014, I came across an unassuming gray box with a nondescript typed label: "Architectural Drawings 1899 to 1906." The box had been collecting dust for decades, and none of the longtime staff knew anything about it. When I opened the box, the sight took my breath away. Here were exquisitely beautiful, meticulously detailed drawings of European buildings. Some were in pencil, some in fine-lined ink. A few had watercolor accents and shading.

At first, it was not obvious that all were the work of the same person. Some were signed, others had only initials, and the handwriting, when legible, varied widely. Upon close inspection and analysis, I came to the realization that these were the works of a young person trying to find his style. He had been experimenting with his signature, trying out various lettering styles and artistic flourishes, and even alternate spellings. For a while, he added an accent mark to become Raapké. He also briefly shortened his name to Rapké, with or without the accent mark. For his earliest works and his later professional work, he wrote his name with six letters and no accent



"Un Chateau d'eau" (a water tower) by H. A. Raapke, 1901.

marks: Raapke. His first and middle initials, when present, were H. A.

Finally, armed with a name, I began the search for information to include in the biographical note of our finding aid. The online archives of UNO's student newsletter, *The Gateway*, yielded little information. Two articles from November 1959 mentioned that the University of Omaha (present day UNO) had received some ancient Greek and Roman artifacts from the estate of H. A. Raapke. The first article mentioned that he was an "amateur archaeologist," and the second identified him as an "Omaha business man" who had spent some time in Rome at an unspecified point in his life. The online archive of the *Omaha World-Herald* turned up a few Raapkes, but none with the initials H. A. This wasn't surprising, as my institution's access to the *World-Herald* only goes back to 1983, long after the 1959 death date given by the *Gateway* articles.

So, like most folks looking for quick information on the Internet, I turned to Google, which yielded scattered bits and bobs. The website of the American Institute of Architects listed him as a member from 1918 until 1923. A web page advertising a long-past tour of the Renaissance Mansion in Omaha provided some history of that building, including identification of H. A. Raapke as the architect. A page about the (now closed) North Star Theater in Omaha--and the wonderfully informative reader comments--identified H. A. Raapke as the architect, and credited him also with the design of the New Moon Theater in Neligh, Nebraska. A link on that page spelled out one of his initials, but I was unable to find any other sources referencing "H. Arthur Raapke." Beyond that, all I could find were a scattered handful of Google Books snippets from architectural and engineering journals that associated his name with various buildings, but nothing that provided any biographical information or allowed me to build a clearer picture.

Certainly, I could have found more information if I'd taken more time and dug into offline sources. However, time is not infinite, and I had many other collections in need of finding aids. The full text of the sad, short note I included in our ArchivesSpace agent record was, "H. A. Raapke (d. 1959) was an architect in Omaha, Nebraska. He designed the Renaissance Mansion in Omaha, the North Star Theatre in Omaha, and the New Moon

Theater in Neligh, Nebraska. He was a member of the American Institute of Architects from 1918 until 1923."

So many questions were left unanswered. What was Raapke's connection to the University of Omaha? And if there was no connection, how had we ended up with these drawings? Were they part of that 1959 donation from his estate to the OU Art Department? Had they found their way to us through other channels? Without any provenance documentation, we could only speculate.

I moved on to other projects, but every so often, I thought of those beautiful drawings, tucked away in the compact shelving. I wanted to bring them into the light, so others could enjoy them. So I planned an exhibit. We had room in the display cases for 16 of the large sheets. With my director's blessing, I digitized all 59 drawings. Normally, a resource with no obvious connection to our institution and no significant information about the creator would be a low priority for digitization. However, timing is everything, and these drawings were at hand and in mind at just the right moment. We had just acquired a new Bookeye 4 large document overhead scanner, and I needed to learn how to use it so I could write procedures and troubleshoot problems. Having a large, but not too large, set of poster-sized images provided a good sample for me to experiment with.



The H. A. Raapke exhibit, placed Inside the reading room (left) and facing the main public space (right).

After digitizing the images, I added item-level metadata in Omeka, including (when present) title, language of text, geographic location, date, signature or initials, and the name of the school. Although some drawings lacked some elements, the cumulative metadata presented a clearer picture of the course of Raapke's studies. A couple of the roughest, earliest (circa 1894) drawings held the most legible versions of Raapke's name. The bulk of the drawings were from his studies in Paris, where he attended Atelier Préparatoire d'Architecture and Ecole Nationale des Beaux-Arts, apparently concurrently, from 1898 until 1901. A sketchbook from 1906 to 1907 hinted at a tour of Europe, with drawings of buildings in Amsterdam, Nuremberg, Athens, Milan, and elsewhere. The quality of his art in the sketchbook was greatly advanced beyond the (already impressive) student work from Paris.

In the exhibit labels for the display cases and in the summary of the online exhibit, I included a plea: "We wish we could provide more complete biographical information, but this is all we know. If you know something about H. A. Raapke's life and history, please contact . . ." The hope was that someone among our students, faculty, or general public might know something

about this man or become interested enough to undertake the research as a class project or out of personal interest. Maybe we'd be lucky enough to attract the attention of a descendant who could tell us something about his life history, or an architect familiar with his career. So far, we haven't received any information.

It was unclear why this attempt to engage with our public fell flat, but we feel it was most likely simply that no one who saw our display happened to know anything about him. However, including the request for information within our display cost us nothing. Moreover, though the physical exhibit came down after four months, the online portion (<http://unomaha.omeka.net/exhibits/show/raapke>) will remain up for as long as we maintain an Omeka site for our digitized resources, and so that request for information remains open. Someday, that exhibit might turn up in the right person's search results, connecting us with the knowledge we seek.

Crowdsourcing isn't new for libraries or archives, of course. Many libraries rely on their users to tag images, transcribe digitized text not recognized by OCR software, and generate item-level metadata (Enis, 2015).

However, getting the work done is not the sole objective of crowdsourcing; community engagement is a major goal in and of itself (Enis, 2015). Neither is the idea of crowdsourcing biographical and historical information new. For example, the Sewall-Belmont House and Museum partnered with the editors of *Women and Social Movements* in the United States to crowdsource biographical information about women involved in woman's suffrage pickets in 1917 (Harper, 2015). Projects like that raise the hope that even if we don't connect with someone who knows about Raapke, we might find someone interested in researching him and sharing what they learn with us.



A page from the online exhibit, viewable at:  
<http://unomaha.omeka.net/exhibits/show/raapke>

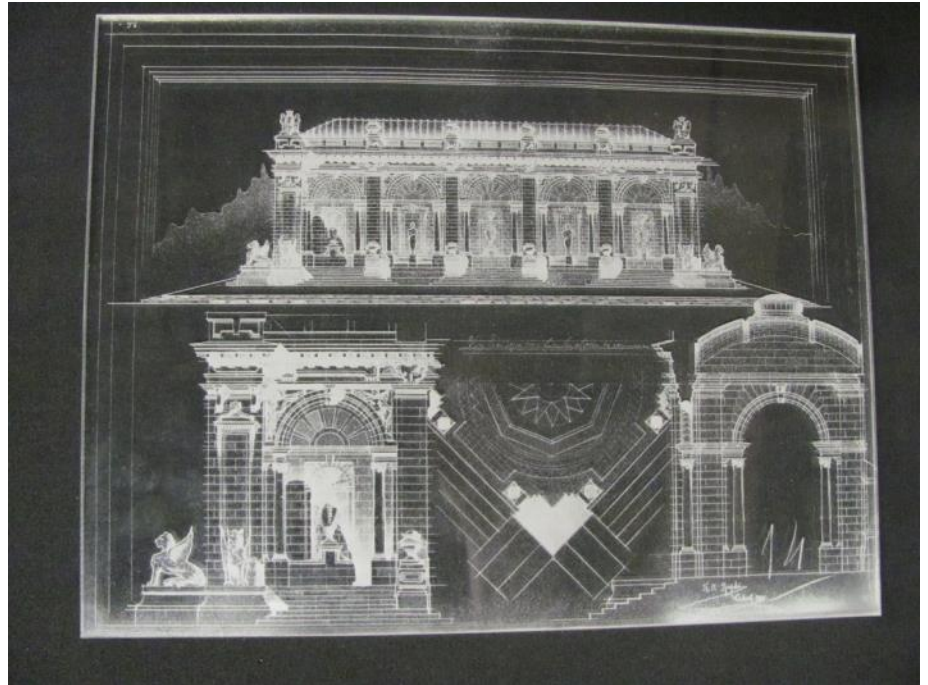
It may not be strictly correct to call what we've done "crowdsourcing," because we



have not asked our patrons to fill in the metadata blanks on a large body of resources. However, just because we've only requested assistance with a single resource so far does not mean we are finished. We would welcome biographical and historical information regarding any of our collections or items, should someone in our community wish to share. The next step will be determining an optimal method for reaching our users with such requests and a semi-formalized pipeline through which they could provide such information.

The two ideas we explored with this exhibit--that of having concurrent physical and online exhibits covering the same material and that of inviting our patrons to supply additional information--would be easy enough for any library or archive to adopt. Any digitization project could be advertised to a library's face-to-face patrons by putting the original items on display and including a sign with the URL, QR code, or some other pointer to the online component. Inviting

unidentified experts in your community to come forth and contribute information is a no-cost, no-risk option for letting your patrons know that the library is open to receiving knowledge as well as disseminating it.



An acrylic laser etching of one of H. A. Raapke's drawings, made by the Criss Library Creative Production Laboratory as a demonstration item.



A page from H. A. Raapke's sketchbook, 1907.

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Angela Kroeger started at the Criss Library at the University of Nebraska at Omaha in 1995—earlier if you count a couple of semesters as a student worker. After a year in Circulation and another year in Reference, she made her way to Cataloging, where she happily served for 16 years. In summer 2013, she transferred into Archives and Special Collections, still at the same library. Her interests include metadata, standards, and ethics, and how all of these things influence user access to library resources.

In May 2015, she completed her Master's degree in Library and Information Science from the University of Missouri. She attended the Nebraska Library Leadership Institute in 2005. She joined the Nebraska Library Association late in 2006 and served as Chair of the Paraprofessional Section in 2009-2010 and Chair of the Technical Services Round Table in 2012-2013. She is presently serving as President-Elect of NLA.

## MPLA Professional Development Grants are Still Available!

Have an idea for a great program at your state library association conference, but don't think you can afford to attend? Or is there an upcoming regional or national library program that would enhance your professional development, but you need a little extra funding in order to attend?

Have no fear! The Professional Development Committee of MPLA is here to lend a hand. Just a quick click to our website: <http://mpla.us/quick-links/grants.html> will put applications for two different types of grants right at your fingertips. We have funding to assist you, for state associations and individuals; but you need to be quick!

State Association Grant Application Deadlines:

- **June 1<sup>st</sup> for 2016 Fall Conferences)**
- **Feb 1<sup>st</sup> (2017) for 2017 Spring Conferences**

Individual Grant Application Deadlines:

- **May 25**
- **July 27**
- **Sept 28**

Read about this and more information related to professional development at the web pages for the MPLA Professional Development Committee: <http://www.mpla.us/about/committees/professional-development/>

## Book Clubs Build Communities

Anneka Ramirez

Whether held in a public library, school classroom, local business, or someone's home, book clubs help connect communities. A book club allows readers to connect with others through the sharing of ideas, perspectives, and love of reading. Active book clubbers are able to learn about perspectives that exist in other communities, practice articulating their thoughts, and hopefully develop an appreciation for the diversity of our global community. The value that book clubs bring to a community is more and more widely recognized and has led to an increase of clubs in school and public libraries.

In 2006, the Eastern Library System received grant money in 2006 to purchase titles in response to the growing number of book clubs in school and public libraries. The following year Nebraska Regional Library Systems received grant money from the Nebraska Library Commission to create book club kits for lending in all the system areas. Initially, the systems focused on building collections to help school and public libraries better serve their young people.

Over the years these collections have independently grown to meet the needs of each particular service area.

System book kits now include adult titles and audiobooks and are often accompanied by discussion guides and other supplemental materials to help enrich discussion groups. Generally, each kit can be borrowed for four to six weeks to allow enough time for groups to read and hold a discussion.

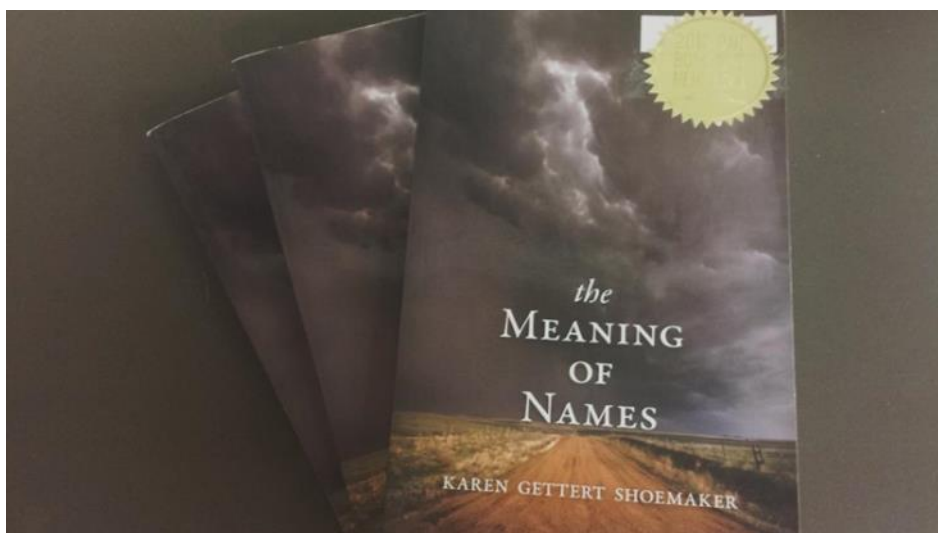
Often school media specialists will check out a kit for a teacher leading reading groups in their classroom or for book clubs that meet in the library. Many of the collections include Golden Sower (GS) nominee titles to help cut down on the cost of making GS titles available to students. Other available award-winning titles appropriate for students include *Esperanza Rising* by Pam Munoz Ryan, *The Book Thief* by Markus Zukas, *Challenger Deep* by Neal Shusterman, *Elihu of Buxton* by Christopher Paul Curtis, and more.

Public librarians use the book kits to support their book clubs for youth as well as adults. The adult titles available range from popular fiction to interesting non-fiction. Some titles available include *Girl on the Train* by Paula Hawkins, *The Homesman* by Glendon Swarthout, *Stiff: The Curious Lives of Human Cadavers* by Mary Roach,



A selection of titles available through Nebraska Regional Library Systems' book club kits.





Anneka Ramirez is the director of Three Rivers Library System. She is a Nebraska native hailing from

Norfolk and is currently residing in Omaha. Last May, she obtained her MLS from the University of Missouri-Columbia. One of her all-time favorite books is Pillars of the Earth by Ken Follett.

*The Meaning of Names* by Karen Gettert Shoemaker, this year's selection for One Book, One Nebraska, is available as a book club kit at each library system.

*The Immortal Life of Henrietta Lacks* by Rebecca Skloot, plus many others.

In the last few years, each system has acquired a book kit for the One Book, One Nebraska title. The 2016 selection, *The Meaning of Names* by Karen Gettert Shoemaker, is now available for checkout from all four systems. Providing these book kits not only allows libraries to foster connections in their area; it also allows readers to participate in the larger reading community of Nebraska.

Nebraska Regional Library Systems primarily try to lend items to those within their service area first but are willing to lend to other Nebraska libraries. To search the book club kits of your System check out its website: Southeast Library System Book Sets [libraries.ne.gov/sels/book-kits/](http://libraries.ne.gov/sels/book-kits/), Three Rivers Library System Book Sets [trails.libib.com/](http://trails.libib.com/), Western Library System Book Sets [libraries.ne.gov/wls/service/](http://libraries.ne.gov/wls/service/) (scroll down page), Central Plains [libraries.ne.gov/cpls/book-sets/](http://libraries.ne.gov/cpls/book-sets/). Each system will have its own procedure for check out so it is best to contact the System from which you want to borrow to arrange check out.



Fifty people throughout Nebraska listened in hear presentations by Michael Sauers from Do Space, Emily Dust Nimsakont from Schmid Law Library and Erica Rose from UNO at the Paraprofessional Spring Meeting, held in early March. If you are interested in joining the **Paraprofessional Section** as a board member or if you would like to know more about us please visit our Facebook page. Thank you, and we hope to meet more librarians at next year's Spring Meeting!



## Storytime 4 Niños: Collaborative Success 4 Bellevue Public Library

Alice Boeckman

One never knows what interactions with patrons may bring about. The following short conversation, held in the fall of 2015, produced a spark that lit the flame of collaboration between Bellevue East High School and Bellevue Public Library.

*A young woman walks up to a display in the Children's area of the library.*

**Children's Librarian (CL):** Hi! Are you finding what you need?

**Patron (P):** Thanks! I'm just looking through your Spanish picture books.

**CL:** Let me know if you need anything. We have a few more titles on order. You can take a look at the list, if you'd like. If there are titles you're interested in, I'd be happy to put them on hold for you.

**P:** What books have you ordered?

**CL:** Well, we're getting Spanish translations of *The Cat in the Hat*, *Freight Train*, *Curious George*, and *Goodnight Moon*, among others.

**P:** Oh! My little boy, Javier, LOVES "Buenos Noches, Luna!"

**CL:** From your accent it sounds as though you are fluent in Spanish!

**P:** Actually, I teach Spanish 5 at Bellevue East.

In the coming weeks, Bellevue East teacher Piper Porras and I explored the possibility of having her Spanish 5 students visit the library to provide enriching activities



**Learn Spanish the FUN way!**

\* Storytime 4 Niños will meet in the Storytime Room each Wednesday, (Jan. 6 - May 11) from 10-10:30 AM.

\* This FREE program will be taught by students from Senora Porras' Spanish 5 class at Bellevue East High School.

\* Weekly attendance is encouraged, but walk-ins are welcome!

\* Most appropriate for preschoolers, young homeschoolers and their parents/guardians.

**Event announcement for Storytime 4 Niños, a successful bilingual program at the Bellevue Public Library.**

for our young patrons and their parents/caregivers as they learn introductory Spanish. By late fall, we had laid the groundwork for a new collaborative venture between the institutions, which sit just blocks apart.

Piper's students came up with the name "Storytime 4 Niños," a title I felt was unique and attention-getting. It also forced me to (finally) memorize the ALT code for ñ! (It's ALT + 0241, by the way.) We held the program each Wednesday morning from 10-10:30 AM, which coincides with the Spanish 5 class period. Because of the time frame, I knew the target audience would be primarily toddler and preschool-age children and their parents and caregivers.

Bellevue has a significant homeschool population, so I decided to open the programs to these children as well. Piper and I planned a schedule of programs starting Jan. 6 and ending May 11, with a week off during Easter break. While we knew that regular, weekly attendance would be

most beneficial for the youngsters and adults, we did not want to lose potential students due to the perception that this was an all-or-nothing commitment. Our policy encourages regular attendance but also welcomes sporadic attendees. Parents of the teens were asked to sign release forms clearing the students to carpool the short distance to and from the library. Since this activity counted toward the students' grade for the semester, I was happy to let Piper develop the content and activities for the storytimes.

Each student was asked to provide a short bio and school photo, which were used to create spotlight pages. This task was completed quickly since the school already had signed release forms on file. A three-ring binder of these pages—including facts such as each teen's favorite food and picture book, the names of any pets they might have, and their plans after graduation—is displayed in the library's childrens area. The binders have proved to be a great tool in promoting the program to parents. I did not, however, anticipate how valuable the binder would be for our young patrons. Children often come to the library in the evening or on the weekends with a family member who is not familiar with Storytime 4 Niños. The



An example of a bio and school photo used to make spotlight pages for the student teachers.

children have been known to drag a family member to the binder, flip to pages featuring their teachers, and share the information and photos with the sibling or grandparent. With the exception of the color photocopies for teens' bios, this program has run without any cost to us.

A variety of my department's teaching aids were gathered and made available to the student teachers for use in extending their lessons. Hand puppets, magnetic letters, colored stacking blocks, and beanbags help children learn the Spanish words for colors, numbers, letters, and shapes.

Here is a typical Wednesday morning Storytime 4 Niños session:

**9:45 AM** — Toddler Storytime ends. Some children and adults leave. Others mingle, waiting for Storytime 4 Niños to begin.

**10:00 AM** — Student teachers and Piper arrive. The teens, in teams of two and three, take their places along the wall in the storytime room. Each team has brought a short Spanish language picture book and has prepared a short lesson and enrichment activities.



A sampling of the teaching aids made available to the student teachers involved with Storytime 4 Niños.

**10:00-10:10 AM** — Children arrive with their parents and put on their nametags. Some sit with the same team of teachers each week, while others change teams every week or two, just for variety. Any first-time students are welcomed by Piper and me and are assigned to a group.

**10:00-10:15 AM** — Student teachers read their prepared Spanish language book aloud. Afterwards they converse with the children and adults to help them with counting, identifying colors, etc.

**10:15-10:20 AM** — A designated student addresses the group by holding up an animal hand puppet. The student asks for the English name of the animal and then shares the Spanish word. The new word is broken into syllables, with the children and adults repeating after the teen.

Piper then leads the group in singing songs. Every week we improve on our pronunciation of “Buenos Dias, Amigos,” sung to the tune of “If You’re Happy and You Know It,” and “Cabeza, Hombros, Rodillas y Pies” (better known as “Head, Shoulders, Knees and Toes”!)

**10:20-10:25 AM** — Piper instructs the student teachers to wrap up their time with the children and say their goodbyes.

**10:25-10:30 AM** — Children leave the storytime room or remain behind for Preschool Storytime which starts at 10:30 AM.

**10:25 AM** — Teens gather their supplies, pick out a mini candy bar, and return to school. The candy bars are a small out-of-pocket expense I pay for the chance to talk to each teen, thank them for their contributions, and let them know how much we appreciate their efforts and the impact they have on the children.

## Our observations after hosting 11 of 18 planned sessions:

Attendance (children and adults) has been as high as 41 and has averaged about 32 per week.

My department believes so strongly in the value of this experience that we have increased our children’s bilingual book collection by 19 percent in the past six months, adding 29 new titles for a total of 182 books in our juvenile Spanish collection. We were fortunate to receive a \$250 grant from Read Aloud Nebraska ([www.readaloudnebraska.org](http://www.readaloudnebraska.org)) which allowed us to



A selection of the new Spanish language collection at the Bellevue Public Library.

purchase 22 Spanish/English picture books, board books, and easy readers. I believe these additions will further enhance the learning that takes place during Storytime 4 Niños.

Shortly after we began offering this program, my assistant Michelle Bullock, who presents Preschool Storytime immediately following Storytime 4 Niños, noticed children using Spanish words and phrases during her storytime. Because of this, she decided to sing her storytime opening song in Spanish with the children.

Piper received the following letter from a Storytime 4 Niños participant’s mother:

Hi Piper,

My name is Sarah and I am the librarian at Two Springs. I wanted to share a quick story. My dad takes my 2.5 year old daughter, Lauren, to toddler story time at the Bellevue Public Library. She has been hesitant to join the Spanish storytime because she doesn't like loud crowded rooms.

From what I understand, you and Mrs. B worked together to pair Lauren up with two girls who



met with her just outside the meeting room, eventually moving to the meeting room for some of the final activities. I cannot tell you enough how much Lauren enjoyed the experience. She talked about her big-girl friends, how they were in 12th grade, how they liked her dress, how they taught her Spanish, and on and on. Lauren loves to talk, loves attention, and loves feeling special. (Who doesn't?) She isn't shy, but she struggles with big crowds. Their individualized attention, in a quieter environment, was absolutely perfect!

The two girls, (didn't get their names — my dad couldn't remember), were fabulous to Lauren and clearly made a very positive impression on her. Too many times as teachers we just hear complaints, and I wanted to share a positive experience with you. I hope you will tell your students thank you and Lauren says she is looking forward to seeing them again.

Thanks,  
Sarah

We have seen firsthand the genuine rapport that has developed between the teens and their young buddies. Children tend to love the playful, silly side of the teens and thrive on the individual attention. This is a wonderful opportunity for the teens to take on leadership roles, use their creativity, and learn teaching skills, all while earning a grade and improving their own foreign language aptitude. Since parents and caregivers are expected to sit in, the teens have been introduced to multiple parents, as well as a variety of parenting skills and philosophies. If a teen has had difficulty keeping a child's attention or teaching effectively, Piper works with the student to problem solve and strategize ways to help the child and adult learn.

After learning about our partnership with Bellevue East, the German language teacher at Bellevue West High School contacted me about her willingness to offer a similar program taught by her senior German students. I

plan to collaborate with her before the start of the next school year.

This has been an extremely successful collaboration which I hope will continue for many years! It is always exciting to see the results of collaboration between two (or more) groups. When people and organizations share their strengths and expertise, the community benefits! Please feel free to contact Piper or me for further information.

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## Our Youtube channel includes a video about Storytime 4 Niños:

<https://www.youtube.com/watch?v=SpeYsQfChRI>



Alice Boeckman poses  
with children's author  
Mac Barnett

*I started working at the Bellevue Public Library as a shelve in 1997, and then moved into the position of Children's Librarian's Assistant in 1998. I have served as the Children's Librarian since 2004. I love working at el biblioteca, especially with niños y familias. I enjoy playing la guitarra and el ukulele and spending time with mi esposo John y mi 5-year-old Chihuahua, Henry.*



# TSRT—Technical Services Round Table

## Collection Assessment for Community Connections

Emily Dust Nimsakont

When librarians think about connecting to the members of their communities, often their focus falls on public services staff and high visibility events like public programs and outreach efforts. However, technical services staff and their maintenance of the library's collection can have a considerable impact on a library's connection to its community as well.

The resources in a library's collection are vital to creating a sense of connection with the library's community. It is important for the library's collection to reflect both the formats and the subjects in which its community members are interested. If a library's patron base includes many owners of devices for reading e-books, but the library has no e-books available, an opportunity to connect to those readers of e-books is lost. If a library's community is a very diverse population, but the content of the library's collection does not reflect the varied interests of that diverse group—including perhaps Spanish language books, or picture books that feature African American protagonists—a chance to make all members feel like they belong at the library is missed. In order to determine a community's needs and interests and decide if the library's collection meets those needs and serves those interests, the process of collection assessment should be employed.

Collection assessment is defined as “the systematic evaluation of the quality of a library collection to determine the extent to which it meets the library's service goals and objectives and the information needs of its clientele” (Online Dictionary for Library and Information Science, 2014). In other words, collection assessment is a way for library staff to make sure the items in their collection stay relevant to the needs and interests of the users in their community. It is very important that collection assessment be a continuous

process, not just a one-time project. The demographics of a library's community, and therefore its users' needs and interests, will almost certainly change over time, and periodic collection assessment will help the library make sure its collection is meeting those needs.

There are a number of different methods that can be used in collection assessment. The two major categories of methods are user-based methods and collection-based methods. User-based methods (meant to evaluate how much use a library's collection gets) include things like user opinion surveys, focus groups, and circulation and interlibrary loan statistics. Collection-based methods (meant to evaluate the amount and quality of the items in the collection) include things like gathering statistics on the collection's size and its growth over the years, checking a library's collection against lists of recommended items for similar institutions, and evaluating the extent to which a library's collection matches its users' preference for subjects and formats of resources.

Collection assessment can be time consuming, but it is worth doing. A library's collection is an important source of connections to the community it serves. Just as a library's community is constantly changing, the library's collection should be dynamic as well, and collection assessment is a way to make that happen.

### Reference

Online dictionary for library and information science (2014). Retrieved March 23, 2016 from [http://www.abc-clio.com/ODLIS/odlis\\_c.aspx](http://www.abc-clio.com/ODLIS/odlis_c.aspx)



*Emily Dust Nimsakont is the Head of Cataloging & Resource Management at the University of Nebraska at Lincoln Schmid Law Library.*

*She teaches cataloging courses at the University of Nebraska at Omaha and University of Missouri and is currently serving as chair of TSRT.*

## Nominations Wanted!

The Nebraska Library Association has now opened the nomination process for the Meritorious Service Award and the Mari Sandoz Award. These are two of the highest honors our organization.

**The Meritorious Service Award** is given annually to a person, corporation or organization which has contributed to the improvement of library services in a local community; a county, region or state agency; or in library legislation.

**Nomination Process:** The original letter of nomination should include the nominee's name, address and telephone number; the nominee's accomplishments, and any relevant supporting documentation. The letter should also include the name, title, address and telephone number of the person or group making the nomination. Also required are at least four additional letters which support and endorse the nominations. Such letters may provide further information about the nominee. The NLA Meritorious Service Award can be made to an individual or group.

**The Mari Sandoz Award** recognizes significant, enduring contribution to the Nebraska book world through writing, film production or related activity.

**Nomination Process:** The original letter of nomination should include the nominee's name, address and telephone number; the nominee's accomplishments, and any relevant supporting documentation. The letter should also include the name, title, address and telephone number of the person or group making the nomination. Also required are at least four additional letters which support and endorse the nominations. Such letters may provide further information about the nominee.

**Nominations and letters of support for both of these awards must be received by July 30, 2016. Nominations remain in effect for two years.**

Please send nominations and letters of support for either award to:

Karen Frank  
Greenwood Public Library  
PO Box 29  
Greenwood, Nebraska 68366

# The Knee Bone's Connected to the...

## Making Community Connections through Health Information Outreach

Libraries have the opportunity to play a key role in contributing to community health initiatives. Not only do they provide expertise in finding and evaluating health information, but they also serve as a community hub to connect patrons with local social and health services. This month we are featuring a few programming ideas to get you started with developing your health and wellness community connections.

### Celebrate Physical Fitness

May is National Physical Fitness and Sports Month. This is an excellent opportunity to partner with local fitness or dance instructors to offer free classes such as zumba, yoga, or salsa for the community. Or, host an information night featuring community members sharing their experience and tips for success with physical fitness. Healthfinder.gov has a toolkit with ideas for planning activities to promote physical fitness: <https://healthfinder.gov/nho/MayToolkit.aspx>.

After working up a sweat, point your patrons to these resources from the National Library of Medicine:

- **MedlinePlus** ([www.medlineplus.gov](http://www.medlineplus.gov)): Topic pages on exercise link to information on benefits of exercise, examples of different types of exercise, and tips and health tools to help increase physical fitness.
- **NIH Senior Health** (<http://nihseniorhealth.gov/>): Includes several articles on exercise along with personal stories and videos featuring older adults and the activities they enjoy.

### Participate in a Community Health Fair

Spring is here, and warm weather usually brings more community health fairs. Health fairs are one of the most



**Screenshot of NIH Senior Health, a health resource tailored toward seniors.**

recognized health promotion events, and provide an opportunity to offer health education and low cost medical screenings. A library can participate by providing space to host a health fair, or exhibiting to share health information resources. This is also an excellent opportunity to network and meet potential community partners for future health programming. So take time to visit other booths and introduce yourself!

### Here are some resources for materials that you can hand out at a fair:

- **NLM Promotional Materials** (<http://nnlm.gov/mcr/services/promo>): Bookmarks and 4"x11" cards promoting different NLM websites and databases.
- **MLA Clearinghouse** ([cech.mlanet.org](http://cech.mlanet.org)): Search for "tri-fold" to find printable brochures on NLM resources.

**MedlinePlus Magazine:** Up-to-date health information and stories of people sharing their health challenges. Librarians can place subscriptions for bulk orders.

(English: [http://www.fnlm.org/program\\_medlineplus\\_subscribebulk.php](http://www.fnlm.org/program_medlineplus_subscribebulk.php); Spanish: [http://www.fnlm.org/program\\_salud\\_subscribebulk.php](http://www.fnlm.org/program_salud_subscribebulk.php))

## Host a Pharmaceutical Take-back Program

When medications are not disposed of properly, they can contaminate drinking water, be a danger to children and pets, or have the potential to be stolen and used improperly. A Pharmaceutical Take-back Program educates the community on how to safely dispose of unwanted medication, and provides an opportunity to collaborate with a health department, pharmacist, and police department. The Groundwater Foundation provides more information for how to plan this type of program: <http://www.groundwater.org/get-informed/groundwater/products.html>

This is also a great opportunity to promote drug information resources from the National Library of Medicine.

- **Drug Information Portal** (<http://druginfo.nlm.nih.gov/>): Provides drug information from NLM and other U.S. government agencies. Includes a summary of each drug's type and usage, and links to further resources.
- **Pillbox** (<http://pillbox.nlm.nih.gov/>): Combines images of pills with other information to help identify unknown pills. Enter details about pill appearance and receive information about the drug name and ingredients.

## Need more ideas?

Here are additional resources to assist you in developing community partnerships and planning outreach programs:

## Health Happens in Libraries

<https://www.webjunction.org/explore-topics/ehealth.html>

This program provides resources to equip public libraries to respond to consumer health questions and form partnerships with local health experts.

## Screenshot of Pillbox, a resource for identifying pills and ingredients

## Consumer Health Toolkit

<http://www.library.ca.gov/lids/docs/healthtoolkit.pdf>

This toolkit provides information to help librarians develop expertise in providing health information, learn about key health websites, plan programming, and develop effective community partnerships.

## Public Libraries and Community Partners: Working Together to Provide Health Information

<http://nnlm.gov/outreach/community/guides>

Provides links to guides that help with planning and evaluating outreach activities. Information includes community assessment, defining stakeholders, setting project goals, and more.



*Christian Minter is the Nebraska Outreach/Education Coordinator for the National Network of Libraries of Medicine, MidContinental Region. Christian is based at the McGoogan Library of Medicine at the University of Nebraska Medical Center. She is always happy to talk with you about health information outreach. You can reach her at [christian.minter@unmc.edu](mailto:christian.minter@unmc.edu)*



## Book Bites: Book Reviews (and More!)

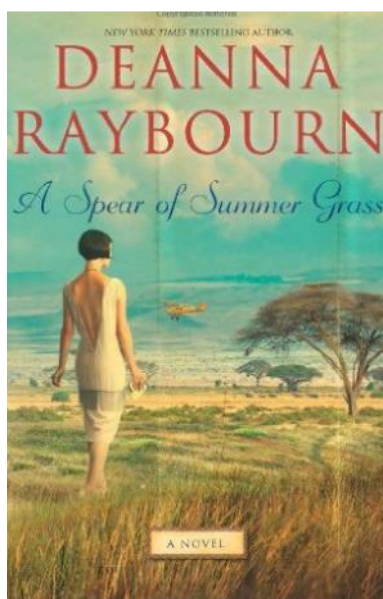
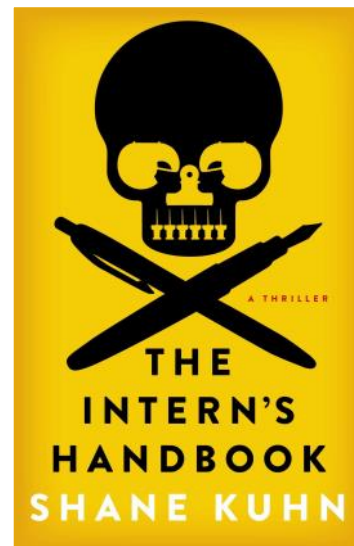
### ***The Intern's Handbook* by Shane Kuhn**

Simon & Schuster. 2014

Hardcover, \$25.00, 978-1476733807

Trade Paperback, \$15.00, 978-1476733845

In this satire of both the corporate world and the thriller genre with a soupcon of romance, Kuhn displays ninja-like skills bouncing between Jason Bourne level action and dark humor. John Lago works for HR, Inc, a company that performs contract killings using the lowly, invisible (but highly trained) interns as assassins that no one will remember. Aging out at 25, Lagos decides to leave his wisdom behind for the next crop of interns (if he can survive his final mission), leading to hilarious insights into the business world while poking fun at the impossibly perfect assassin know-it-all. A definite recommendation!



### ***A Spear of Summer Grass* by Deanna Raybourn**

Harlequin Mira, 2013

Paperback, \$15.95, 978-0778314394

Delilah Drummond has created one scandal too many with her refusal to return the jewels of her third husband after his suicide. To quiet the scandal, her family sends her to Africa to stay at Fairlight, the estate of her stepfather. Upon her arrival, she witnesses one Brit horsewhipping another only to find out that the whipper is her ride to the estate. Ryder proves to be an enigma throughout the book-- a safari guide with a heart for conservation, a romancer who refuses her--yet, they continue to find common ground. When she fires the estate manager, Delilah kicks off a series of events that could have devastating consequences for the people around her. Ultimately, Delilah recognizes herself in Africa—fragile and resilient where life is dangerous and painful but also joyous and full.

—Donna Church, Reference Librarian, Webster University (St. Louis, MO)

# EDITORIAL POLICY

(Updated October 2014)

## Mission

*Nebraska Libraries* is the official journal of the Nebraska Library Association. It strives to inform its members and subscribers of NLA's activities and represent the broad scope of issues and news that affect all Nebraska libraries. To encourage the sharing of knowledge and inspiration throughout the state, *Nebraska Libraries* is an inclusive, flexible journal that publishes feature articles, editorials, news, and reports from anyone who cares about and is involved in the library world.

## Content

*Nebraska Libraries* welcomes content from volunteer authors, including feature articles, news briefs, columns and opinion pieces, and photographs and artwork. Content is also provided by overseeing NLA Communications Committee members. The *Nebraska Libraries* Editor and the Communications Committee have the responsibility to publish accurate information regarding NLA and its activities and to provide a balanced spectrum of coverage for all Nebraska libraries and members. Content is accepted or rejected at the discretion of the Editorial Board and is subject to editing for clarity and grammar.

## Editor's Responsibilities

The Editor is responsible for each journal issue providing a balanced mixture of relevant and thoughtful articles and features on the interests, responsibilities, problems, and concerns of the varied library professionals throughout the state of Nebraska. The Editor is responsible for determining the strategic direction for the practitioner journal and developing editorial policies and submission standards, actively soliciting manuscripts from various library professionals, conducting manuscript revision and editing, and serving as a primary liaison with authors. By submitting an item to this publication, an Author is implicitly granting the Editor permission to make minor editorial changes, such as correcting grammar, punctuation and spelling, and making layout and formatting changes as needed to speed along the publication process.

## Author's Rights

An Author agrees upon the stipulations of the Submission Policy when submitting an article to the Editor. Upon submitting works to the Editor, if revisions are needed the Author will receive a copyedited version of their work and be given a one-week deadline to contest or make any changes. If the Editor does not hear from the Author within that deadline the article, as per the Editor's responsibilities, will be published as the Editor sees fit, or saved for a future issue, in order to

speed along the publication process. Authors should explicitly note when a submission is a creative work, such as poem or story, where such changes would negatively impact the Author's intent.

The Author shall, without limitation, have the non-exclusive right to use, reproduce, distribute, and create derivative works, including update, perform, and display publicly, the article in electronic, digital, or print form in connection with the Author's teaching, conference presentations, lectures, other scholarly works, and for all of Author's academic and professional activities.

After a period of six (6) months from the date of publication of the article, the Author shall also have all the non-exclusive rights necessary to make, or to authorize others to make, the final published version of the article available in digital form over the Internet including, but not limited to, a website under the control of the Author or the Author's employer or through other digital repositories.

## NLA Communications Committee Purpose

The NLA Communications Committee assists the Editor with the direction, publication, and distribution of *Nebraska Libraries* and ensures that the journal meets the needs of the Nebraska library community. The committee aids the Editor in developing *Nebraska Libraries'* policies and procedures, and its members contribute to the journal as well as solicit content from the broader library community.

## Disclaimer

The statements, comments, or opinions expressed by *Nebraska Libraries* contributors are those of their respective authors and do not represent the views the Nebraska Library Association.

# SUBMISSION POLICY

(Updated October 2014)

## Who Can Submit

*Nebraska Libraries* publishes articles and creative content from authors actively involved in the library world within the State of Nebraska. If you are unsure whether or not your piece would fit with our publication, please query the editor at [nlaeditor@nebraskalibraries.org](mailto:nlaeditor@nebraskalibraries.org).

*Nebraska Libraries* requires that all submissions be original contributions and that full disclosure of possible redundant publication must be made in the letter of submission.

## Editor & Author Review

Authors are asked to review their edited submissions within one week of being sent the final Editor-approved draft. If the Editor does not hear back from the Author within that week, the submission will be published as the Editor deems fit in order to not stall publication.

## Submission Guidelines

*Nebraska Libraries* will start publication as a quarterly practitioner's journal. If interest is high, bi-monthly publication could occur in the future. Submissions for quarterly issues are due as follows:

- February Issue = Due January 1
- May Issue = Due April 1
- August Issue = Due July 1
- November Issue = Due October 1

Any submissions received after a due date will be held and considered for the following issue. Submissions accepted but not published in the current issue may be published in a future issue with the author's permission.

Please send all submissions in Word .doc or .rtf forms. Please no PDFs.

The submission of photos to accompany articles is encouraged. Please send all photos saved as high-quality JPEG files. Please send all photos and artwork as separate files not embedded in the Word document.

If your article has sidebars or any special items that need to be formatted a certain way, please clearly state this in the submission.

*Nebraska Libraries* is a practitioner journal and not a peer-reviewed scholarly journal. Not all articles will require sources and citations; however, if citations are needed in your article, the citation style used by *Nebraska Libraries* is APA.

Please send all articles, ideas, and other queries to the Editor at [nlaeditor@nebraskalibraries.org](mailto:nlaeditor@nebraskalibraries.org)

## Items Eligible for Publication

We are looking for the following items or columns but we are open to submissions of all kinds:

- Feature articles about anything library related, including successful programs, collaborations, events, etc., at your library and how they are applicable to other Nebraska libraries
- Opinion pieces about hot topics in the library profession
- Short columns in each issue by members of the sections and round tables that highlight advantages conferred via section or roundtable participation, hot topics in the profession, or opinions
- New briefs—what has happened at your library or within your section/round table? Is there something notable upcoming?
- Member announcements (jobs, births, marriages, retirements, deaths, publications, etc.)
- Guest columns
- Spotlights on new NLA members
- Suggestions for future columns, article ideas, etc.
- Recommendations for the "Digital Watercooler" column (recommended blogs)
- Recommendations for the "Beyond the Stacks" column (interviews with interesting people who work in libraries)
- Recommendations for the "My Own Private Library" column (share your book collection with NLA)
- Recommendations for the "Featured Libraries" column (a spotlight on a specific Nebraska library)
- Creative works—short stories, poems, art, etc.
- Reviews of books, software, online resources, library products, etc.
- White papers (not sought but will be considered for publication)

## Recommended Article Lengths

- Feature Articles: 600—1800 words
- Opinion Pieces: 300—600 words
- News Briefs: 50 words or less
- Reviews: 100—200 words

Articles longer than the recommended length may still be considered; however, articles may be truncated in the published issue with a link to the full article on the *Nebraska Libraries* website provided.





### *Picture This: Bookmobile at University of Nebraska*

Several women gather around a dark-paneled bookmobile with the words “State Wide Library Service.” This photograph was taken at the 24th annual 4-H Club week at the College of Agriculture, University of Nebraska, May 29- June 3, 1939. Miss Carey and Miss Edith Gantt attended one afternoon to exhibit the bookmobile.

Photo courtesy of the Nebraska Library Commission, used with permission. Check out more historical Nebraska photographs at the [Nebraska Memories Project](#).